



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12161563  
District: MSAD 22  
School: Samuel L Wagner Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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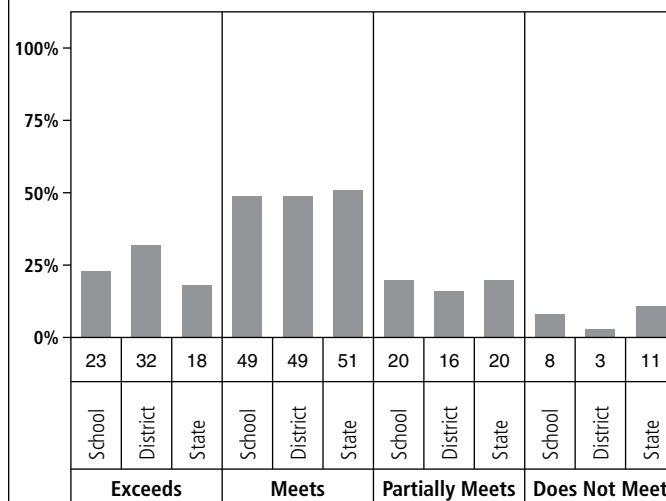
# SUMMARY OF SCORES

Date: March 2007  
 Grade: 7  
 District: MSAD 22  
 School: Samuel L Wagner Middle School

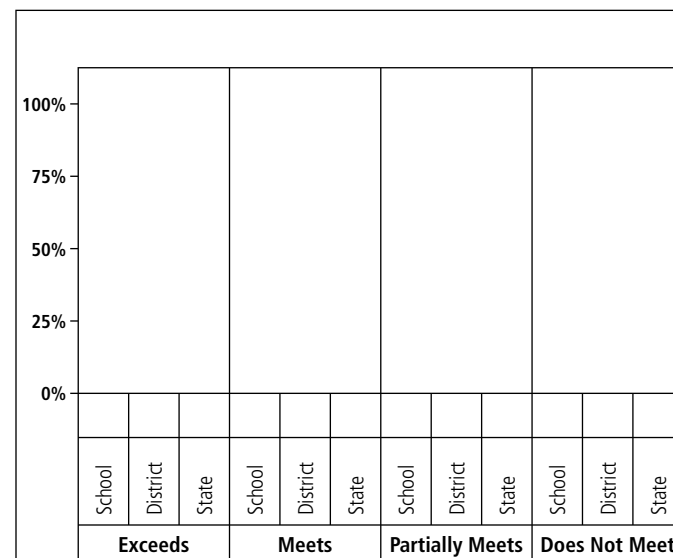
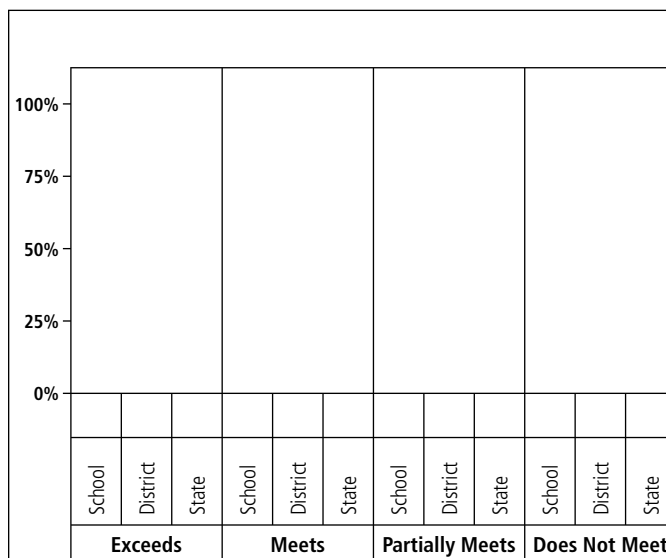
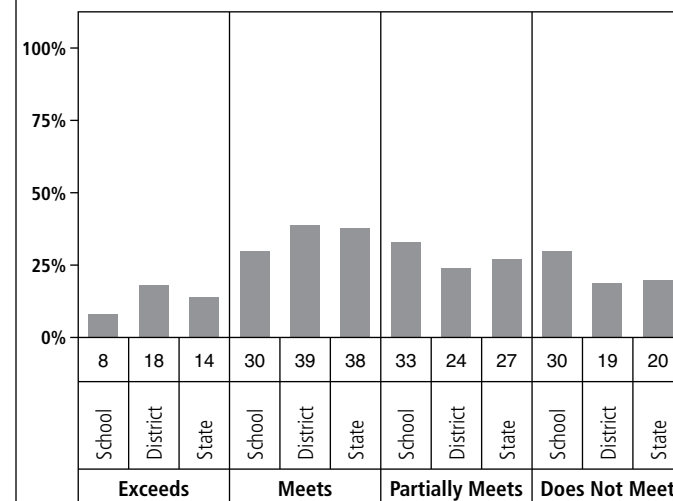
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	749 <b>750</b> 750	751 <b>754</b> 752	745 <b>748</b> 746
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	739 <b>738</b> 738	742 <b>745</b> 743	740 <b>742</b> 741

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 7  
 District: MSAD 22  
 School: Samuel L Wagner Middle School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		61	100	183	100	15234	100	61	100	182	100	15076	99	61	100	182	100	15071	99												
Ethnicity	African American	0	0	1	1	356	2	0	0	1	100	348	98	0	0	1	100	348	98												
	American Indian/Native Alaskan	1	2	1	1	112	1	1	100	1	100	112	100	1	100	1	100	111	99												
	Asian/Pacific Islander	1	2	1	1	182	1	1	100	1	100	179	99	1	100	1	100	179	99												
	Hispanic	0	0	0	0	138	1	0	0	0	0	133	98	0	0	0	0	133	98												
	White	59	97	180	98	14440	95	59	100	179	100	14303	99	59	100	179	100	14299	99												
	Not Reported	0	0	0	0	6	0	0	0	0	0	1	17	0	0	0	0	1	17												
Identified disability		15	25	27	15	2525	17	15	100	27	100	2469	98	15	100	27	100	2465	98												
Current LEP		0	0	1	1	277	2	0	0	1	100	269	99	0	0	1	100	270	99												
Economically disadvantaged		21	34	38	21	5501	36	21	100	38	100	5424	99	21	100	38	100	5415	99												
Migrant		0	0	0	0	10	0	0	0	0	0	10	100	0	0	0	0	10	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	48	79	156	85	12557	82	48	79	155	85	12580	83						
Identified disability (PET/IEP)	2	4	2	1	424	3	2	4	2	1	448	4						
LEP	0	0	1	1	128	1	0	0	1	1	130	1						
504 plan	0	0	2	1	160	1	0	0	2	1	161	1						
<b>Participation with accommodations</b>	13	21	24	13	2298	15	13	21	25	14	2282	15						
Identified disability (PET/IEP)	13	100	23	96	1845	80	13	100	23	92	1817	80						
LEP	0	0	0	0	122	5	0	0	0	0	133	6						
504 plan	0	0	0	0	54	2	0	0	0	0	53	2						
Other	0	0	1	4	296	13	0	0	2	8	298	13						
<b>Participation through alternate assessment (PAAP)</b>	0	0	2	1	209	1	0	0	2	1	209	1						
Identified disability (PET/IEP)	0	0	2	100	200	96	0	0	2	100	200	96						
LEP	0	0	0	0	7	3	0	0	0	0	7	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	12	0												
<b>Approved non-participation – special consideration</b>	0	0	1	1	30	0	0	0	1	1	30	0						
<b>Non-participation – other</b>	0	0	0	0	128	1	0	0	0	0	133	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 7  
District: MSAD 22  
School: Samuel L Wagner Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006 <b>2006-2007</b> Cum. Avg.	7 <b>14</b> 11	14 <b>23</b> 19	34 <b>57</b> 46	19 <b>32</b> 25	1769 <b>2630</b> 2200	11 <b>18</b> 15
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006 <b>2006-2007</b> Cum. Avg.	31 <b>30</b> 31	61 <b>49</b> 53	109 <b>89</b> 99	60 <b>49</b> 54	7521 <b>7605</b> 7563	49 <b>51</b> 50
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006 <b>2006-2007</b> Cum. Avg.	9 <b>12</b> 11	18 <b>20</b> 19	25 <b>28</b> 27	14 <b>16</b> 15	3773 <b>3000</b> 3387	24 <b>20</b> 22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006 <b>2006-2007</b> Cum. Avg.	4 <b>5</b> 5	8 <b>8</b> 9	13 <b>6</b> 10	7 <b>3</b> 5	2399 <b>1620</b> 2010	16 <b>11</b> 13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	36.9	65.9	39.6	70.7	36.0	64.3
<b>Literary Text</b>	<b>24</b>	<b>43</b>	15.6	65.0	16.9	70.4	15.4	64.2
<b>Informational Text</b>	<b>32</b>	<b>57</b>	21.3	66.6	22.7	70.9	20.6	64.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 7  
 District: MSAD 22  
 School: Samuel L Wagner Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	61	14	23	30	49	12	20	5	8	750	180	32	49	16	3	754	14855	18	51	20	11	748
<b>Ethnicity</b>																						
African American	0										1						335	7	40	22	30	738
American Indian/Native Alaskan	1										1						112	10	38	24	28	740
Asian/Pacific Islander	1										1						175	25	46	17	12	750
Hispanic	0										0						126	17	43	22	18	745
White	59	13	22	30	51	12	20	4	7	750	177	32	50	16	3	754	14106	18	52	20	10	749
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	15	0	0	4	27	7	47	4	27	734	25	0	28	52	20	735	2269	2	25	34	39	734
No	46	14	30	26	57	5	11	1	2	755	155	37	53	10	1	757	12586	20	56	18	6	751
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										1						246	3	29	28	40	733
<b>Economically disadvantaged</b>																						
Yes	21	3	14	9	43	7	33	2	10	745	38	11	61	24	5	747	5279	9	46	27	18	743
No	40	11	28	21	53	5	13	3	8	753	142	37	46	13	3	756	9576	23	54	16	7	751
<b>Migrant</b>																						
Yes	0										0						10	10	50	10	30	743
No	61	14	23	30	49	12	20	5	8	750	180	32	49	16	3	754	14845	18	51	20	11	748
<b>Gender</b>																						
Female	24	8	33	10	42	5	21	1	4	753	85	45	44	11	1	758	7214	24	52	17	7	751
Male	37	6	16	20	54	7	19	4	11	748	95	20	55	20	5	751	7640	12	51	23	14	745
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						919	7	39	34	20	741
No	61	14	23	30	49	12	20	5	8	750	180	32	49	16	3	754	13936	18	52	19	10	749
<b>Gifted/talented program</b>																						
Yes	9	7	78	2	22	0	0	0	0	767	9	78	22	0	0	767	522	62	36	2	0	764
No	52	7	13	28	54	12	23	5	10	747	171	29	51	16	4	754	14333	16	52	21	11	748

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 7  
 District: MSAD 22  
 School: Samuel L Wagner Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	3	75	1	25	0	0	746	3	0	50	33	17	738	6	8	39	25	27	740
B. less than one hour	52	5	16	18	56	7	22	2	6	749	43	26	50	21	3	752	49	17	51	21	11	748
C. one to two hours	36	9	41	8	36	3	14	2	9	754	48	38	49	11	2	757	40	20	54	18	7	751
D. more than two hours	5	0	0	1	33	1	33	1	33	739	6	40	40	10	10	757	5	17	46	22	14	747
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	46	9	32	15	54	2	7	2	7	754	42	39	51	7	3	757	35	24	56	14	6	752
B. They match some of what I have learned.	39	5	21	11	46	5	21	3	13	748	46	32	47	16	5	754	51	16	52	22	10	748
C. They match just a little of what I have learned.	10	0	0	3	50	3	50	0	0	743	10	6	50	44	0	745	11	10	42	27	22	742
D. There is no match.	5	0	0	1	33	2	67	0	0	739	2	0	50	50	0	743	3	6	29	30	35	736
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	10	40	13	52	1	4	1	4	758	32	46	47	5	2	760	27	33	52	10	5	755
B. good	38	3	13	15	65	3	13	2	9	748	51	29	56	12	3	754	52	15	55	21	9	748
C. fair	15	0	0	1	11	7	78	1	11	736	14	12	36	48	4	743	19	4	43	32	21	741
D. poor	5	0	0	1	33	1	33	1	33	736	2	0	25	50	25	737	2	3	31	34	32	735
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	16	2	20	5	50	2	20	1	10	748	18	23	55	16	6	751	15	12	43	23	22	743
B. about the same as my regular schoolwork	61	10	27	16	43	8	22	3	8	750	67	36	48	13	3	756	64	18	53	20	9	749
C. easier than my regular schoolwork	23	2	14	9	64	2	14	1	7	751	15	22	48	26	4	751	21	20	53	19	8	750
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	2	40	2	40	1	20	740	6	18	36	27	18	744	8	5	30	29	36	736
B. Most of the passages were about the same as what I normally read.	49	6	20	14	47	7	23	3	10	749	51	30	49	18	3	754	53	13	52	24	11	747
C. Most of the passages were easier than what I normally read.	43	8	31	14	54	3	12	1	4	753	42	36	51	12	1	756	40	26	56	13	5	753
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	40	8	33	9	38	4	17	3	13	750	32	33	47	14	5	754	44	18	51	20	10	748
B. I tried about the same as I do on my regular schoolwork.	53	5	16	18	56	7	22	2	6	750	64	32	48	17	3	755	52	19	53	19	9	749
C. I did not try as hard on this test as I do on my regular schoolwork.	7	1	25	2	50	1	25	0	0	748	4	14	71	14	0	748	4	6	40	25	28	740
How much time do you spend reading at home each day?																						
A. more than one hour	25	6	40	5	33	4	27	0	0	754	20	34	43	23	0	755	17	25	53	13	8	752
B. 20 minutes to an hour	51	7	23	18	58	4	13	2	6	752	50	38	51	9	2	757	45	21	53	18	8	751
C. less than 20 minutes	10	0	0	3	50	1	17	2	33	739	15	19	54	15	12	748	14	16	50	21	13	747
D. I rarely read at home.	15	1	11	4	44	3	33	1	11	742	15	19	48	30	4	748	24	7	48	28	17	743
Optional school/district question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	738	50	0	0	100	0	738						
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	748	50	0	100	0	0	748						

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 7  
District: MSAD 22  
School: Samuel L Wagner Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	3	6	21	12	1646	11
	<b>2006-2007</b>	<b>5</b>	<b>8</b>	<b>32</b>	<b>18</b>	<b>2142</b>	<b>14</b>
	Cum. Avg.	4	7	27	15	1894	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	19	37	70	39	5497	36
	<b>2006-2007</b>	<b>18</b>	<b>30</b>	<b>71</b>	<b>39</b>	<b>5642</b>	<b>38</b>
	Cum. Avg.	19	33	71	39	5570	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	23	45	61	34	4514	29
	<b>2006-2007</b>	<b>20</b>	<b>33</b>	<b>43</b>	<b>24</b>	<b>4077</b>	<b>27</b>
	Cum. Avg.	22	39	52	29	4296	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	6	12	29	16	3797	25
	<b>2006-2007</b>	<b>18</b>	<b>30</b>	<b>34</b>	<b>19</b>	<b>3001</b>	<b>20</b>
	Cum. Avg.	12	21	32	18	3399	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.0	43.8	8.1	50.6	7.5	46.9
Cluster 2: Shape and Size	14	25	7.1	50.7	8.0	57.1	7.9	56.4
Cluster 3: Mathematical Decision Making	8	14	4.0	50.0	4.3	53.8	3.9	48.8
Cluster 4: Patterns	18	32	7.6	42.2	9.7	53.9	9.4	52.2

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 7  
 District: MSAD 22  
 School: Samuel L Wagner Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	61	5	8	18	30	20	33	18	30	738	180	18	39	24	19	745	14862	14	38	27	20	742
<b>Ethnicity</b>																						
African American	0										1						342	2	28	25	45	729
American Indian/Native Alaskan	1										1						111	6	25	30	39	734
Asian/Pacific Islander	1										1						177	26	42	16	15	748
Hispanic	0										0						129	12	26	33	28	737
White	59	5	8	17	29	20	34	17	29	738	177	18	39	24	19	745	14102	15	38	28	19	742
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	15	1	7	3	20	0	0	11	73	727	25	4	16	20	60	727	2265	3	14	27	56	725
No	46	4	9	15	33	20	43	7	15	741	155	20	43	25	12	747	12597	17	42	27	14	745
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						14	14	14	14	57	726
Current LEP beyond first year	0										1						249	6	24	19	51	728
<b>Economically disadvantaged</b>																						
Yes	21	0	0	6	29	7	33	8	38	732	38	0	39	26	34	735	5282	6	30	31	32	735
No	40	5	13	12	30	13	33	10	25	741	142	23	39	23	15	747	9580	19	42	25	14	746
<b>Migrant</b>																						
Yes	0										0						10	0	50	20	30	734
No	61	5	8	18	30	20	33	18	30	738	180	18	39	24	19	745	14852	14	38	27	20	742
<b>Gender</b>																						
Female	24	2	8	6	25	7	29	9	38	736	85	20	36	24	20	746	7225	14	38	28	20	742
Male	37	3	8	12	32	13	35	9	24	739	95	16	42	24	18	744	7636	15	37	27	21	742
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						921	5	22	35	37	732
No	61	5	8	18	30	20	33	18	30	738	180	18	39	24	19	745	13941	15	39	27	19	743
<b>Gifted/talented program</b>																						
Yes	9	4	44	5	56	0	0	0	0	763	9	44	56	0	0	763	522	68	29	3	0	765
No	52	1	2	13	25	20	38	18	35	733	171	16	39	25	20	744	14340	12	38	28	21	741

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 7  
 District: MSAD 22  
 School: Samuel L Wagner Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	1	25	2	50	1	25	0	0	750	3	17	33	17	33	737	6	8	26	29	37	733
B. less than one hour	52	2	6	8	25	11	34	11	34	736	43	16	30	29	25	742	49	14	38	27	20	742
C. one to two hours	36	2	9	8	36	7	32	5	23	740	48	20	46	21	13	747	40	16	40	28	16	744
D. more than two hours	5	0	0	0	0	1	33	2	67	721	6	20	40	20	20	745	5	14	34	26	26	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	30	2	11	5	28	4	22	7	39	737	26	35	39	11	15	751	29	24	40	22	14	747
B. They match some of what I have learned.	51	3	10	8	26	13	42	7	23	741	49	16	33	31	20	744	51	12	41	29	18	742
C. They match just a little of what I have learned.	16	0	0	4	40	3	30	3	30	731	21	3	51	24	22	740	17	6	32	32	29	736
D. There is no match.	3	0	0	1	50	0	0	1	50	728	3	17	33	17	33	737	4	8	15	26	52	728
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	25	4	27	6	40	2	13	3	20	749	28	42	32	12	14	754	23	36	40	14	10	753
B. good	39	0	0	6	25	10	42	8	33	735	44	9	44	29	18	743	47	11	45	28	16	743
C. fair	21	0	0	3	23	5	38	5	38	729	22	8	36	28	28	737	25	3	28	38	31	734
D. poor	15	1	11	3	33	3	33	2	22	740	5	11	33	33	22	740	5	1	17	37	45	728
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	48	3	10	12	41	9	31	5	17	742	51	11	46	27	17	743	41	8	37	32	23	739
B. about the same as my regular schoolwork	48	1	3	6	21	10	34	12	41	733	44	22	34	23	21	745	49	15	41	26	18	743
C. easier than my regular schoolwork	3	1	50	0	0	0	0	1	50	746	5	56	11	0	33	750	9	41	31	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	43	2	8	9	35	9	35	6	23	739	37	13	52	20	16	746	47	13	39	28	20	742
B. I tried about the same as I do on my regular schoolwork.	47	2	7	7	25	10	36	9	32	736	56	23	29	28	20	744	48	17	39	27	18	743
C. I did not try as hard on this test as I do on my regular schoolwork.	10	1	17	2	33	0	0	3	50	738	7	8	54	8	31	742	5	11	25	28	36	735
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	0	0	1	100	704	6	0	50	20	30	737	9	12	37	28	23	740
B. two or three days a week	53	2	6	9	28	13	41	8	25	738	57	17	40	25	17	745	21	13	39	28	19	742
C. two or three times each month	35	1	5	8	38	6	29	6	29	737	34	22	37	25	17	747	39	17	40	27	16	745
D. never	10	2	33	1	17	1	17	2	33	745	3	33	17	17	33	745	31	13	35	28	24	740
<b>Which statement best describes the use of calculators in mathematics class?</b>																						
A. Calculators are used daily.	15	0	0	4	44	2	22	3	33	736	16	36	32	21	11	753	19	18	37	25	20	743
B. Calculators are used once or twice a week.	61	2	5	9	24	17	46	9	24	738	57	15	40	27	17	744	37	15	38	29	19	742
C. Calculators are used once or twice a month.	16	2	20	3	30	1	10	4	40	738	17	10	48	24	17	742	20	13	42	27	18	743
D. Calculators are rarely or never used.	8	1	20	2	40	0	0	2	40	739	11	16	26	16	42	737	24	13	37	29	22	741
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	18	1	9	4	36	1	9	5	45	734	11	10	40	20	30	738	9	10	32	30	28	737
B. 30–45 minutes	77	4	9	14	30	17	37	11	24	740	81	17	40	26	18	745	43	14	37	29	21	742
C. 45–60 minutes	5	0	0	0	0	2	67	1	33	724	8	36	29	21	14	750	37	17	41	26	17	744
D. more than 60 minutes	0										0						11	13	41	27	20	742
<b>Optional school/district question</b>																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	722	50	0	0	0	100	722						
C.	0										0											
D.	50	1	100	0	0	0	0	0	0	780	50	100	0	0	0	780						